

**2nd HALF YEARLY MONITORING REPORT OF
PANJAB UNIVERSITY ON SSA AND MDM
FOR THE UNION TERRITORY OF CHANDIGARH**

**FOR THE PERIOD OF
1ST February, 2009 to 31ST July, 2009**



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1.1. General Information

| Sl. No. | Subject | Details |
|---------|---|---|
| 1. | Name of the monitoring institution | Panjab University Chandigarh |
| 2. | Period of the report | 1ST Feb, 2009 to 31ST July, 2009 |
| 3. | No. of Districts allocated | One (U.T.) |
| 4. | District names | Chandigarh Twenty clusters |
| 5. | Date of visit to the Districts / EGS / Schools | November, 2008 to January, 2009. Follow up in april 2009- July 2009 |
| 6. | Total number of elementary schools / EGS / AIE Centers in the Districts allocated | Govt schools=111 (03 running in evening shifts Govt aided private schools=7 Others=7 (Private schools=60) not covered under SSA AIE centres=219 UT, Chandigarh is divided into 20 clusters. Cluster wise names of the schools have been provided in the appendix-I |
| 7. | Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored Information is to be given for district wise i.e. District 1, District 2, District 3 etc) | Out of 111 schools MI covered schools= 41 AIE centres covered by MI= 20 (appendix-II) |
| 8. | Whether 5% of the elementary schools / EGS / AIE Centers in total of all the | Yes % of schools covered |

| | | |
|-----|--|--|
| | clusters of the only district allocated; covered: YES | = 36.8% % of AIE centres Covered by MI =9.1 % (appendix- II) |
| 9. | At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO (While most of the states start their academic year in June/ July there are few states with academic year starting in January / April). | Not in 2008-2009. The session starts in April of the year. Data were collected from November,2008 to January,2009 after receiving grants from MHRD In 2009; yes 1% schools were covered as a follow up during April to July, 2009 on major indicators like MDM, distribution of Textbooks and of grants. |
| 10. | Whether the MI has sent their report to the SPO at the draft level: YES / NO | yes |
| 11. | After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO | yes |
| 12. | Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO | Yes |
| 13. | Whether your institution come under lead institutes if yes as a lead institutes whether the MI has collected the data in respect of the entire state and submitted consolidated 6 monthly report in respect of the state to the GOI and to the SPO: YES/ NO/ Not applicable. | Monitoring of SSA in Chandigarh has been associated with Monitoring institution; Panjab University only It is a consolidated report based on data collected from all the 20 clusters of U.T. Chandigarh |

2. Executive Summary of all the district reports

(a) Opening of Schools (both primary and upper primary):

| | |
|-----------------------|--|
| District ;Chandigarh | Information is to be given in the box only. Similarly for all the items. |
| Chandigarh;U.T | |

(b) Civil Works:

| District ;Chandigarh | Information is to be given in the box only. Similarly for all the items. | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|------------------------|---------------------------|------------------------|-------------|-------------------|------------------|----|----|----|----|-----------------------|----|----|---|---|---------|----|----|----|---|----------------|----|---|---|----|
| <p>In Chandigarh, Civil works is the responsibility of UT Public Works Department. No new civil works were approved for the UT during 2008-2009. Only the spill over were allowed. MHRD had taken a serious view of long pending civil works which the UT has not been able to complete since 2004-2005. UT Chandigarh was directed to complete necessary constructions within 2008-2009 since no spill over will be permitted in 2009-2010.</p> <p>The cumulative details of civil works is given below;</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Approved by Govt of India</th> <th>Construction completed</th> <th>In progress</th> <th>Yet to be started</th> </tr> </thead> <tbody> <tr> <td>School buildings</td> <td style="text-align: center;">14</td> <td style="text-align: center;">07</td> <td style="text-align: center;">04</td> <td style="text-align: center;">03</td> </tr> <tr> <td>Additional classrooms</td> <td style="text-align: center;">84</td> <td style="text-align: center;">60</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Toilets</td> <td style="text-align: center;">12</td> <td style="text-align: center;">02</td> <td style="text-align: center;">10</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Activity rooms</td> <td style="text-align: center;">20</td> <td style="text-align: center;">7</td> <td style="text-align: center;">2</td> <td style="text-align: center;">11</td> </tr> </tbody> </table> <p>In general infrastructure of all the schools is satisfactory. except for demands from 3-4 schools. (list attached as Appendix-III)</p> | | | Approved by Govt of India | Construction completed | In progress | Yet to be started | School buildings | 14 | 07 | 04 | 03 | Additional classrooms | 84 | 60 | 0 | - | Toilets | 12 | 02 | 10 | - | Activity rooms | 20 | 7 | 2 | 11 |
| | Approved by Govt of India | Construction completed | In progress | Yet to be started | | | | | | | | | | | | | | | | | | | | | | |
| School buildings | 14 | 07 | 04 | 03 | | | | | | | | | | | | | | | | | | | | | | |
| Additional classrooms | 84 | 60 | 0 | - | | | | | | | | | | | | | | | | | | | | | | |
| Toilets | 12 | 02 | 10 | - | | | | | | | | | | | | | | | | | | | | | | |
| Activity rooms | 20 | 7 | 2 | 11 | | | | | | | | | | | | | | | | | | | | | | |

(c) Textbooks:

| | |
|---|--|
| District ;Chandigarh | |
| <p>A grant for purchasing books for students used to be sent to each school during the past. But now the books are purchased by DEO office and stored in Govt. Model Senior Secondary school, sector-18, Chandigarh (Cluster no.4). The text books for SC and Girls of general category are provided by UT administration and Rest of the students including General boys of grades 1 to VIII are given books by SSA.</p> <p>42171 students at primary level and 23576 students at upper primary level (total 65747) were eligible to receive free text books in Chandigarh.</p> <p>Chandigarh administration distributed books to SC students and students of general category receive books from SSA funds.</p> | |

Crosscheck by MI

- All the 41 schools visited by MI reported to have received most of the books in April, 2008. Distribution of books continued in May, June (summer break), then in July, August, September and two schools reported to have received books in October 2008. Last installment of books was received in October 2008.
- All the children received books for all the subjects except those in grade IV in Govt Model High School, sector 28 (cluster10), who did not get Maths books. And those in GSSS, sector 27C,, (cluster10) where children in VII grade did not receive books of Maths and Environmental Science. No. of Hindi books for grade VIII students were less. Similarly GMHS sector 42B in cluster19 reported not to have received Punjabi books for all classes and language books for Grade I and II
Some more information in **appendix-IV**

A follow up in 2009 from April to June revealed that;

- The books were distributed to students of grades I to VIII in March 2009. 42651 children of primary level and 24588 upper primary students were given free text books.
- The first installment was released on 2-3-09 and second installment of books was received by schools on 26-4-09 and 6-5-09. Not all students of Grade III and IV received Maths books from SSA quota. VII boys did not receive books of Maths. None of the students of grades I to VI in cluster 14 received geography books and Prithvi Hamara Awas (EVS) by September, 2009.
- The books in AIE centres were distributed on 6-5-09 and 19-5-09.

(d) School grants:

District; Chandigarh

Rs 5000/- as school grant was distributed to all the 110 schools for primary section and Rs. 7000/- for 94 upper primary section. The grants were sent through check to cluster head school principle for further distribution to other schools of the cluster. No maintenance grant was released to Chandigarh schools in 2008-2009.

A crosscheck by MI revealed that School grants in all the Chandigarh schools were released in May to August, 2008. All the schools of all the 20 clusters received their grants during this period. e.g.

8 Out of 11 schools of cluster-4, received school grants on 8.5.2008 whereas remaining 3 schools of the same cluster received their school grant on 13.6.08.

More than 50% schools had utilised school grants by Jan 2009. However most of these schools had not submitted UCs by 31.1.09

In 2009;

School grants were not released till May 2009.

(e) Teachers and Teachers Training:

District 1: Chandigarh

Teachers positions

As on 31.3.08

| Category of teachers | Posts sanctioned | In position |
|----------------------|------------------|-------------|
| JBT Teachers | 182 | 168 |
| TGT teachers | 593 | 551 |

As on 28.2.09;

| | Category of teachers | Posts sanctioned | In position |
|--|-----------------------------|-------------------------|--------------------|
| | JBT Teachers | 182 | 121+32=153 |
| | TGT teachers | 593 | 518+12=530 |

IN service Teachers Training;

- 721 out of targeted 1030 (70%) teachers were imparted in service training during 2008-2009.
- 520 primary teachers were given 20 days training as against target of covering 540 teachers
- Out of 360 targeted upper primary teachers only 84 completed 10 days training
- 117 out of 130 Heads and CRCs were given in service training

Teachers' Training; Induction programme

- 47 out of 100 newly recruited primary teachers (47%) received induction training for 20 days
- 140 out of 200 (70%) targeted new upper primary teachers received induction training for 20 days

The schedule has been given in **appendix-V**

(f) Teaching Learning Material (TLM) grants:

| | |
|--|--|
| District; Chandigarh | |
| <p>In 2008; TLM was distributed to 1232 (against a target of 1549) primary and 1336 (against a target of 1345) upper primary school teachers in the month of May, 2008.</p> <p>In 2009; TLM was received by teachers in May, 2009. But a few schools, even within the same cluster, did not get TLM even till August because of wrong listing of schools. For example two schools of cluster 14 were wrongly listed; one in cluster 15 and another in cluster 13 hence this discrepancy was being sorted out when the MI visited the school again in August 2009 for a follow up data. However teachers were given Rs. 200/- as their TLM grant (instead of Rs. 500/- as per norms of MHRD) in May 2009. The SPO had proposed to utilize an amount equal to Rs. 300/- per teacher on centralized basis and get some source books and printing of worksheets for students as TLM.</p> | |

(g) EGS & AIE:

| | |
|--|--|
| District; Chandigarh | |
| <p>As on 30 December, 2008 the no. of AIE centres was =219 No. of NRBC centres=30 No. of RBC centre=1 Total no. children in AIE centres=5614 as against approved 5715 No of AIE centres for 9 months =875 Total no. of students NRBC students=600 Total no of RBC students=50</p> | |

(h) Children with Special Needs (CWSN):

| | |
|--|--|
| District; Chandigarh | |
| <p>5348 children with special needs were identified by Chandigarh Administration to be a part of inclusive education. the list of total CWSN (newly identified and already identified have been given in appendix-VI Children with visual impairment were given Braille books.</p> | |

(i) National Programme for Education of Girls at Elementary Level (NPEGEL):

| | |
|---|--|
| District; Chandigarh | |
| No additional programme for girls is being implemented in Chandigarh schools. | |

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

| | |
|--|--|
| District; Chandigarh | |
| No Katurba Gandhi Balika Vidyalaya (KGBV) has been sanctioned for Chandigarh | |

(k) District Information System for Education (DISE):

| | |
|---|--|
| District; Chandigarh | |
| EMIS set up exists with requisite number of computers and computer operators. DCFs were not given to schools before August, 08. Teachers not trained on DISE till 31-8-08. CRCC and BRCC were to verify 5% DISE DCFs but not trained till 31-8-08. DISE data not sent to SPO by 30-11-08. | |

(l) Research and Evaluation:

| | |
|---|--|
| District 1:(Name of the District) | |
| <p>Two research studies were initiated in 2007-2008 i.e;</p> <ul style="list-style-type: none"> • A study on Teacher Absenteeism and • Input of Remedial teaching <p>In 2008-2009 two more studies were approved to be conducted i.e.</p> <ul style="list-style-type: none"> • Achivement survey of class VI • Household Survey of slum and Migrant Population • Completion of two studies in Hand | |

(m) Functioning of the VEC:

| | |
|---|--|
| District ;Chandigarh | |
| There are 18 VECs and 110 SMCs/ PTA/ MTA in Chandigarh. VECs are operating in the schools of surrounding villages and have 7-9 members including the Head teacher. Guidelines have been provided by SPD. Appendix-VII | |

(n) Staffing at State and District Level:

| | |
|----------------------|--|
| District; Chandigarh | |
| | |

As Chandigarh (U.T.) is very small in area, it does not have many educational edifices like SIEMAT, DIET, SCERT, a separate School Education Board and Text Book Board. Academic prop is provided by State Institute of Education and Regional Institute of English and variegated Cluster heads.

Staffing pattern has been provided in appendix-VIII

(o) Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.

| | | | | |
|--|----------------|----------------|----------------|----------------|
| District ;Chandigarh | | | | |
| The District has taken adequate measures to provide educational facilities to SC, ST, minority groups and girls in 2008-09.Enrollment of SC Children in all Management of School | | | | |
| | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Primary | 10138 | 9613 | 8799 | 7708 |
| Upper Primary | 5140 | 5202 | 5490 | 5362 |
| Elementary | 15278 | 14815 | 14289 | 13070 |
| The enrollment of SC children has declined by 14.5 % during 2008-09 w.r.t SC enrollments during 2005-06. | | | | |
| SC enrollment in Govt Schools | | | | |
| | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Primary | 9145 | 8373 | 7619 | 6763 |
| Upper Primary | 4676 | 4569 | 4802 | 4791 |
| Elementary | 13821 | 12942 | 12421 | 11554 |
| SC enrollment is declining. | | | | |
| Enrollment of SC Girls in Govt Schools | | | | |
| | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Primary | 4226 | 3849 | 3510 | 3139 |
| U.Pry. | 2251 | 2185 | 2286 | 2284 |
| Elementary | 6477 | 6034 | 5796 | 5423 |
| Enrollment of SC Girls is also declining. Persistently it has declined over 16% w.r.t enrollment of SC Girls in 2005-06. | | | | |

(q) Mid Day Meal**MIDDAY MEALS****Chandigarh**

- **Cooked meals are being provided in all schools on regular basis to all students of Govt schools, AIE centres and few Govt aided schools;**

| Students of grades Who are getting MDM | No. of Schools/centres providing MDM | No of students provided MDM |
|--|--------------------------------------|-----------------------------|
| Grades I to VIII | 107 Govt schools | 90000 |
| | 176 AIE centres | 6500 |
| | 7 Govt aided schools | 1519 |

- **Four institutes have been given contract of supplying food in these schools, viz;**
 - Dr. Ambedkar institute of Hotel Management, Chandigarh**
 - Chandigarh institute of Hotel Management, Chandigarh**
 - Chandigarh Industrial and tourism corporation, Chandigarh**
 - NGO, Swami Sivananda Memorial Institute ,New Delhi set up base kitchen at GMSSS-47 Chandigarh**

- **Average cost of cooked meals;**

The average cost of cooked meals is Rs. 6.00 per child per day. Contribution of Govt of India is Rs. 1.50 per child per day and rest of the cost is met from the state budget.

State budget for MDM scheme for 2008-2009 was Rs. 521.00 lacs. Central assistance approved by Govt of India for 2008-2009 was Rs. 312.00 lacs.

- **Transportation of food;**

The cooked meals are transported from the base kitchen to schools by trucks. The route is changed daily so that one particular school is not the privileged first school to get the food early.

- **Quantity of raw food prescribed for each student ;**

| Grade of students | Amount per child Wheat/rice | Amount per child pulses/ cereals |
|------------------------|-----------------------------|----------------------------------|
| Grade I to Grade V | 100 gms | 50 gms |
| Grade VI to Grade VIII | 150 gms | 75 gms |

100grams per child

- **Variety in food;**

A weekly menu is being followed by all the four institutes engaged in supplying food in schools of Chandigarh. Any difference is compensated by supplying food by rotation. Depending upon the number of students, MDM is supplied by one of the institutes. In some schools more than one institute provides food by rotation.

1. Menu of Dr. Ambedkar institute of Hotel Management, sector-42, Chandigarh

| Day | Menu | Cost per meal |
|-----------|------------------|---------------|
| Monday | Rice + chana dal | Rs.4.50 |
| Tuesday | Rice + Karhi | |
| Wednesday | Rice + Mix Dal | |
| Thursday | Rice + Chana Dal | |
| Friday | Rice + Karhi | |
| Saturday | Rice + Mix Dal | |

2. Menu of Chandigarh institute of Hotel Management, sector 42, Chandigarh

| Day | Menu | Cost per meal |
|-----------|-------------------------|---------------|
| Monday | Chapatti + chana dal | Rs. 7.13 |
| Tuesday | Chapatti + Karhi | |
| Wednesday | Chapatti + Mix Dal | |
| Thursday | Chapatti + Mix Dal | |
| Friday | Chapatti + Karhi | |
| Saturday | Chapatti + soyabean Dal | |

3. Chandigarh Industrial and tourism corporation, sector- 17, Chandigarh

| Day | Menu | Cost per meal |
|-----------|------------------|--------------------------------------|
| Monday | Rice + chana dal | Rs.7.01 primary Rs.9.06 U.primary |
| Tuesday | Rice + Karhi | |
| Wednesday | Rice + Mix Dal | |
| Thursday | Rice + Chana Dal | |
| Friday | Rice + Karhi | |
| Saturday | Rice + Mix Dal | |

4. NGO, Swami Sivananda Memorial Institute, New Delhi set up base kitchen at GMSSS-47 Chandigarh

| Day | Menu | Cost per meal |
|-----------|--------------------------|---------------|
| Monday | Chana puri + sweet dalia | Rs. 2.50 |
| Tuesday | Chana puri + sweet dalia | |
| Wednesday | Khichdi | |
| Thursday | Rice + Mix Dal | |
| Friday | Chana puri + sweet dalia | |
| Saturday | Kichdi | |

Coverage area of these institutes;

Four institutes have been identified for preparing and distributing MDM to Chandigarh schools i.e;

1. Dr. Ambedkar institute of Hotel Management, Chandigarh
2. Chandigarh institute of Hotel Management, Chandigarh
- 3.. Chandigarh Industrial and tourism corporation, Chandigarh
4. NGO, Swami Sivananda Memorial Institute, New Delhi set up base kitchen at GMSSS-47 Chandigarh

All the four institutes distribute food in schools according to a rotation system in which each of these agencies distributes MDM for 3 days turn by turn.

• **Availability of shed/kitchen for cooking;**

Although no proper shed/room is available in most of the schools yet it seems that essential conditions of **hygiene** are being taken care of. There was a sanction of construction of kitchen sheds in ten schools with an objective that the schools become equipped to get the food prepared in school itself. The plan is to negotiate with some NGO to be associated for this. All the construction work is taken up by UT administration which is quite slow. None of the schools visited by MI reported to have shed constructed during 2008-2009.

For cooking of food

Schools are not cooking food. They simply distribute food.

• **Storing of grains**

It is not the responsibility of schools

• **Distribution of MDM**

This is also done by attendant provided by the contractor or hired by the school. Earlier these helpers were provided by DEO office and they were paid by that office. There was some delay in releasing salaries when so many other activities have to be seen by this office hence after July 2008, hiring and paying helpers/ attendants is the responsibility of the school. The range of payment reported by different schools is between Rs.1200/- to Rs. 1500/-However the teachers in the school supervise all aspects of distribution of food. The teachers reported to be constantly supervising distribution of meals daily. 100% schools/ teachers do it without any exception. Normally food is distributed by the helper herself but teachers invariably get involved in each aspect of MDM.

• **Availability of water**

100% schools in Chandigarh are equipped with the facility of drinking water. However the facility of washing utensils is not available on top floors of the school. Some schools have solved this problem by asking the students to carry their empty Tiffin's to take home and wash them at home. Hence these schools donot provide plates for food rather students' carry empty Tiffin boxes from home and eat in Tiffin's.

Some schools have plenty of plates and have an attendant who washes these utensils on the ground floor.

• **No. of children eating MDM;**

Almost 70% to 100% children enrolled in schools are eating in the school. Only few carry Tiffin from home. Especially students of grades VI to VIII e.g 100 out of 700 students of GSSS-38 (W) are not eating food in school.

In fact the students who are being enrolled in government Primary schools come from poor families. Hardly very few children come from middle or upper class. On this account there is now complete polarization. Children from better families go to private schools which charge exorbitant fees. Hence these children of Govt schools prefer to eat in the school especially in those clusters where poor students are admitted.

In Model schools the clientele is different. Middle class children constitute the main corpus of students' clientele. Out of these children, 5-25% carry their own Tiffin

- **Variation in daily menu**

The Menu has been fixed for a week and distributed to all the schools. All the four institutes have a fixed menu for the week which is adhered to, as reported by students. Green vegetables are used only in the Khhichdi, extensively, during winter season when vegetables were cheaper. Otherwise the amount of green vegetables decreases as the prices go high. Normally basic menu remains the same

- **Eggs and Fruits**

Eggs and Fruits are not served in regular menu or otherwise in schools of Chandigarh. 100% schools visited by MI in the selected clusters reported this.

- **Quality of meal ;**

It is quite o.k. although food supplied by Institute of Hotel Management, sector-42, Chandigarh has been reported to be tasty and qualitatively better.

- **Quantity of food**

When asked from children they seem to be satisfied with the quality and quantity of food given to them and admitted that a second helping is also given on demand. Only rarely food is less in quantity, as reported by some teachers otherwise food is being supplied in adequate quantity. 90% schools reported to receive food for no. of enrolled students. Daily account of absentee students and supply of food for exactly that no of students is not being done.

- **supervision of food;**

There are checks on midday meals distribution;

Teachers and principal supervise and taste food for checking the quality of food. Most of the schools reported that parent's don't take interest in this activity and hence food distribution and its quality are checked by teachers only. However principles/teachers have been deputed by SPD to visit (by rotation) these four base kitchens to check the quality of food and other concerns like hygiene , type of grains being used etc.

Day wise duty chart for this activity has been appended.

- **Discipline**

Discipline is being observed during distribution of food .By now the students have learnt the manners to be observed during distribution of food. They queue up and do the needful as prescribed. The children are asked to wash their hands before taking food and make rows at the time of serving foods. Some schools are buying utensils (plates and spoons) for children out of school grant but some students bring their own plates from home, Wash them after taking food. Schools which provide plates have an attendant who washes these utensils

.Time for distribution of meals;

In other schools also it was observed that eating and winding up takes **time longer than the prescribed time**. The time table shows a zero period before recess. Upper primary classes are served food during this zero period and primary children are provided food after them. The whole process takes around one hour.

- **Discrimination of caste/gender**

In none of the schools visited by MI, there was any kind of discrimination among children on the basis of caste, gender or disability. Entrants of Govt schools are normally those children who really need MDM. For them caste categories or other groupings do not matter. The only requirement is food. Discriminations by school administration or among children themselves are not apparent.

- **Health checks;**

In Chandigarh it is the responsibility of health department UT administration. Almost all the schools visited by MI during August 2008- January 2009, reported that health check is done once a year in Govt medical college and Hospital, sector-32, general Hospital, sector 16, PGI, sector-12 etc depending upon the vicinity of the school with any of these hospitals / dispensaries. The teachers and students, who were interviewed for this purpose, revealed that iron tablets, folic acid, Vitamin-A are distributed among students according to the requirements. Anti-worming medicine is also administered periodically

- Gaps in MDM;

There is continuity in distributing Mid day meals in Chandigarh schools during 2008.

- **Some problems associated with MDM**

Some of the issues raised by schools are;

- Time of delivery of the food in schools is not fixed
- Chapattis which are served are very hard and over baked and children do not eat them willingly
- Very often Rice is not properly cooked. Quality of food needs improvement,
- Some more variety should be added into the menu. A few enthusiastic teachers (home science) have even worked out a menu which gives variety and also, can be prepared within the prescribed cost like;

Jaggery products

Gur ka laddu

Pinni / mungfali

Panjiri etc

- For serving MDM each school should have a proper shed where the students should learn to eat together and they must be taught about mannerism of eating
- For each school there should be one sweeper who should clean the space where MDM is served and he should be given food also.

3. District Level Half Yearly Monitoring Report

(The Ministry/TSG needs district wise information/observation as per the TOR 2008-2010 using this format, for each district separately, for the districts monitored by the Monitoring Institution both for SSA and MDM tasks)

| | | |
|-----|---|--|
| 3.1 | Name of the District | Chandigarh |
| 3.2 | Date of visit to the District/EGS/Schools | Nov.2008- Jan.2009 |
| 3.3 | Tasks | The Monitoring Institutes will obtain information on the following areas and include them in their report. |

(a) Opening of Schools (both primary and upper primary):

| | | |
|-------|--|---|
| (i) | What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise? | Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI. |
| | <p>All habitations have access to school within 1 Km /3 Kms for Primary & Upper Primary Level respectively. However there is over crowding in most of the Govt. Schools.181 recognized schools are providing elementary education.61% Schools are Govt. , 33% are Private Unaided , 4% Govt. Aided and 4 % Misc(K.V , Navodaya, Airforce/Army).</p> <p>No new primary or upper primary school was sanctioned during 2008-2009 in Chandigarh. However all pending works have been proposed to be finished during 2008-2009</p> | |
| (ii) | Has the land for construction of the school been identified? | Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher. |
| | | |
| (iii) | Whether VEC/SMC etc. have received any funds for construction of the school | Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher |
| | Yes, it is exclusively the responsibility of engineering department of Chandigarh Administration. | |
| (iv) | Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)? | Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher. |

| | | |
|--------|---|---|
| | | |
| (v) | Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made? | Information to be obtained from SPO. |
| | Since no new school has been sanctioned in 2008-2009 and hence no new teachers for these pending schools were recruited | |
| (vi) | Have Teachers been put in position in new schools in District visited? | Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI. |
| | New teachers will be put in position after the pending schools are opened. | |
| (vii) | In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools? | To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school. |
| | No school out of the schools visited by MI had received TLE grant in 2008-2009 till Dec 2008 (since no new school was sanctioned for 2008-2009). | |
| (viii) | Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? | Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report. |
| | The SPO had developed TLE guidelines. | |

(b) Civil Works:

| | What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter? | Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works works in progress and works not started. To be updated at the DPO for districts being visited by MI. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|-----------------|--------------------------|-----------|--|-----------|-----------|-----------|------------------------------|-----------|-----------|----------|---|--|--|--|----------------|-----------|-----------|-----------|---|--|--|--|-----------------------|-----------|-----------|-----------|-----------|--|--|--|--|
| (i) | <p>progress yet to be started</p> <table border="1"> <thead> <tr> <th></th> <th>Approved by GOI</th> <th>construction in progress</th> <th>completed</th> </tr> </thead> <tbody> <tr> <td>School buildings (cumulative till 2008-2009)= 03</td> <td>14</td> <td>07</td> <td>04</td> </tr> <tr> <td>Additional classrooms</td> <td>84</td> <td>60</td> <td>0</td> </tr> <tr> <td>-</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Toilets</td> <td>12</td> <td>02</td> <td>10</td> </tr> <tr> <td>-</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Activity rooms</td> <td>20</td> <td>07</td> <td>02</td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>For 2008-2009 no additional classrooms were sanctioned. Only completion of pending construction work was permitted.</p> | | Approved by GOI | construction in progress | completed | School buildings (cumulative till 2008-2009)= 03 | 14 | 07 | 04 | Additional classrooms | 84 | 60 | 0 | - | | | | Toilets | 12 | 02 | 10 | - | | | | Activity rooms | 20 | 07 | 02 | 11 | | | | |
| | Approved by GOI | construction in progress | completed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School buildings (cumulative till 2008-2009)= 03 | 14 | 07 | 04 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Additional classrooms | 84 | 60 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Toilets | 12 | 02 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Activity rooms | 20 | 07 | 02 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (ii) | Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated. | To be checked on the spot with assistance of VEC/SMC and School Teachers. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Raising of new buildings and additional classrooms is failing to keep pace with the fast growing demand for schooling in Chandigarh. The construction of one school building costs about 3.5 crore and requires a time period between one to two years. The master plan of Chandigarh has laid down strict building bylaws to safeguard the modern character of the city, so the construction work is snail-paced with the result Chandigarh has now switched over to pre-fabricated structures which are also equally expensive but become available in 3-4 months. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (iii) | Whether SMC/VEC has been trained by technical persons for execution of civil work? | To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | The MI had interacted with 10 VEC/ SMC members and found that none of them had got any training by Technical person for execution of civil works. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (iv) | Whether community manual for civil works has been prepared and is available with VEC/SMC? | To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | No any manual was provided for civil works to VEC members. | |
| (v) | In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed? | To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above). |
| | Ramps are being constructed in all new schools. A cross check by MI revealed that 46.2% schools out of the schools visited by MI already have ramps., . 11% Schools, with single story, donot require ramps. 30.71% schools require a ramp. | |
| (vi) | Is VEC/SMC keeping a separate account of funds and materials for construction? | By physical verification by the MI in respect of construction sites visited (sample as in (ii) above). |
| | MI observed that all the funds are maintained by the school. | |
| (vii) | Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)? | To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above). |
| | Engineering department /civil works department, Chandigarh Administration | |
| (viii) | The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage? | To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above). |
| | Yes, it is exclusively the responsibility of engineering department of Chandigarh Administration. | |
| (ix) | If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited? | Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above). |
| | Water supply to all schools is through Municipality water. water tanks water purifiers are available in most of the schools 84.62 schools have sufficient drinking facilities through municipality water in taps and have sufficient water coolers for drinking water. 15 38% schools donot have insufficient water facilities. Water scarcity during summers is a prominent feature in these schools. | |

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| (x) | Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC? | To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above). |
| | The engineering department of UT undertakes all construction work | |
| (xi) | Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited? | Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above). |
| | 50% schools have good sanitation facilities, 19.2 schools need renovation in their sanitation blocks. 15.38 schools reported to have insufficient funds for constructing additional sanitation blocks. In 3.8% schools Sanitation blocks are under construction. No information provided by 11.5% schools. | |
| (xii) | What is MI's impression of quality construction in sites visited by MI? | To be assessed on the spot. (sample as in (ii) above). |
| | Construction work as evaluated on the basis of building structures, sanitation blocks constructed currently, MI considers it satisfactory. | |
| (xiii) | Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details? | Status to be obtained from SPO and to be verified from schools visited by MI. |
| | Executive Engineer of Engineering department of Chandigarh administration is incharge of civil works in Chandigarh schools, Who conducts review committee meetings and makes spot verifications fro crosschecking the progress. No third Party evaluation of Civil works is done | |

(c) Textbooks:

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| | <p>Total numbers of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children is receiving free textbooks from SSA funds and State Government funds?</p> | <p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p> |
| (i) | <p>The text books for SC and Girls of general category are provided by UT administration and Rest of the students including General boys of grades 1 to VIII are given books by SSA. 42171 students at primary level and 23576 students at upper primary level(total 65747) were eligible to receive free text books in Chandigarh.</p> <p>Chandigarh administration distributed books to and receive books from SSA funds.</p> <p>CROSSCHECK BY MI; Information regarding Distribution of text books in 2008-2009 could not be verified in the beginning of the session i.e. April 2008, since monitoring activities in Chandigarh were taken up in September 2008 after receiving sanction of grants from GOI. Office of SPD reported to have distributed free text books ; At primary level; 36173 girls and 7815 SC students (total =43988) as against sanctioned no. of 42171, till December 2008. At upper primary level; 19930 girls and 4924 SC students (Total=14854) as against sanctioned no. of 23576 till Dec.2008. ST category does not exist in UT Chandigarh.</p> | |
| (ii) | <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p> <p>For 2008; Crosscheck by MI revealed that in all the 20 clusters, distribution of textbooks started in april, 2008 and last installment of books was received in October,2008. Text books in AIE centres were distributed in September (English Books) and October 2008 (Hindi books) as reported by Volunteer teachers of AIE centres visited by MI. Maths books were not received in AIE centres. Workbooks were provided by SSA authority Chandigarh to all elementary school children and those in AIE centres.</p> | <p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p> |
| (iii) | <p>Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.</p> | <p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.</p> |

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| | <p>Monitoring of SSA in Chandigarh was scheduled for August 2008-January 2009 hence distribution of books could not be verified in the beginning of the session. Chandigarh schools start new session in April of the year.</p> <p>SOME INFORMATION REGARDING DISTRIBUTION OF BOOKS WAS COLLECTED BY MI AS A FOLLOW UP IN 2009-2010 (between march-July 2009)</p> <p>Some information regarding distribution of books was collected as a follow up in 2009 (April-July 2009) since Chandigarh was to be covered once in these two years.</p> <p>GPS, Burail (Cluster 16) received 1st installment of books on 4.3.2009. Hindi textbook and EVS for V grade and Maths for II grade not received till 31.7.2009.</p> <p>GPS, colony no.5 (cluster 16) 1st installment was received in second week of May 2008. Maths books for II grade girls were not received till July 31. All other students have received all books.</p> <p>GPS, Indira colony, Manimajra (cluster 20) distributed 1st installment in April, 2009. All students received books for all subjects books except Maths books for grades III, IV and V. last installment of books was received on 28.4.09</p> <p>In GMS Kishangarh, (cluster 20) first installment was received on 1.4.09 except Grade I maths and English, and grade VII maths and English</p> | |
| (iv) | <p>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</p> | <p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.</p> |
| | <p>95 % of schools visited by MI distributed books to all students for all subjects.</p> | |

(c) School grants:

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| (i) | <p>Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?</p> | <p>Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p> |
| | <p>Almost all the schools i. e 90% in each of the 20 clusters received their school grant in the month of May, 2008, except for schools in three clusters i.e. schools in cluster-5 received school grant in September 2008, those in cluster-9 got school grant in August, 2008 and schools in Cluster 15 upper primary section received school grant in May 2008 and primary section received school grant in Jan, 2009.</p> | |
| (ii) | <p>Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to who releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?</p> | <p>Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p> |

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| | <p>In 2008-2009 the school grant had been revised from Rs.2000/- per school to Rs. 5000/-per primary school and Rs. 7000/- per Upper Primary school. School Grants were released to all Cluster Head Schools by cheque but had no specified guidelines for using it.</p> | |
| (iii) | <p>Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?</p> | <p>Information to be obtained from DPO of districts visited by MI.</p> |
| | <p>No centralized purchasing is done against school grants.</p> | |
| (iv) | <p>The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?</p> | <p>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</p> |
| | <p>Crosscheck by MI; Most of the schools received school grants in May,2008,except for, schools in three clusters i.e. schools in cluster-5 received school grant in september2008, those in cluster-9 got school grant in August,2008 and schools in Cluster 15 upper primary section received school grant in May 2008 and primary section received school grant in Jan, 2009.</p> | |
| (v) | <p>Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.</p> | <p>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</p> |
| | <p>Last years school grant had been fully utilised by all sample checked schools. Schools reported to have purchased Almirah, Books and Dictionaries, geometrical shapes, wall paintings, Bulletin Boards, Medical kits, Baskets, Cupboard etc, as per specifications of SPO.</p> | |

(e) Teachers and Teachers Training:

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| (i) | <p>Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?</p> | <p>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</p> |
| | <p>SPO reported to have 1558 posts of teachers sanctioned during 2008-2009. Out of these 1505 teachers are working. 536 posts of teachers were vacant in schools of Chandigarh during 2008-2009. Out of these 142 are still lying vacant</p> | |
| (ii) | <p>What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?</p> | <p>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</p> |

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| | <p>Teachers are appointed at SPO level. Advertisement of posts of teachers is given in leading newspapers and subject wise tests are announced. Teachers are selected on the basis of their merit. Tests for each subject area were conducted in June- July 2009 but the interviews for final appointments are pending due to some dispute.</p> <p>Posts of 142 teachers in various categories are still vacant (as on 14.02.09).no appointments have been made till July 2009. list of vacant posts of teachers has been given in the appendix</p> | |
| (iii) | <p>Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?</p> | <p>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</p> |
| | <p>The above mentioned posts are regular.</p> | |
| (iv) | <p>If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedures have been laid down? What is the level of satisfaction amongst local community of such recruitment?</p> | <p>To be ascertained from DPO and VEC.</p> |
| | <p>VEC is not empowered to make appointments of new teachers</p> | |
| (v) | <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?</p> | <p>Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p> |
| | <p>In respect of schools visited by MI it may be observed that some of the sanctioned teaching posts had remained vacant in 20% schools as in Jan 2009. In 80% schools all the teachers in position were found to be present. The teachers were absent in the school either due to any official assignment or they were on leave. In none of the schools sample checked by MI, a habitually absent teacher was identified.</p> | |
| (vi) | <p>How was the rapport between children and the teachers in the schools visited?</p> | <p>To be ascertained from the VEC and observed during the visit by MI.</p> |
| | <p>In almost all the schools visited by MI, a good rapport between the teacher and students was observed.</p> | |

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| (vii) | The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers? | To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI. |
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The target of providing in service training and the target achieved during 2008-2009 was;

| In service teacher training | target | achievement | % achievement |
|------------------------------------|---------------|--------------------|----------------------|
| primary teachers | 540 | 520(20 days) | 60.4% |
| upper primary teachers | 360 | 84(10 days) | |
| Heads and CRCs | 130 | 117 | 90% |
| Total | 1030 | 721 | 70% |

Venue ; the venue for training cum workshops were;

SIE, sector 32

Govt model school sector 16

Module of training;(primary teachers)

Training to primary teachers teaching Hindi and Mathematics was imparted through training cum workshop. The focus was on;

- Removing difficulties in the content areas in these two subjects and use of new teaching learning methods.
- Preparation of source books, activity cards, modules and preparation of split up syllabus
- Enrichment of subject content by exploring new ideas
- Methods of teaching
- Creating learning environment
- Preparing lesson plans
- Developing extra material other than text book material
- Continuous evaluation tools and framing of Question papers

Module of training;(upper primary teachers)

Teachers teaching Maths, Hindi, Science to Upper primary classes received 10 days training on;

- Methods of teaching
- Creating learning environment
- Preparing lesson plans
- Continuous evaluation tools and framing of question papers.

Trainers;

Senior teachers from schools, sometimes Resource persons from colleges and university, CRCs

| | | | | | | | | | | | | | | | | | | |
|---|---|---|------------------------------------|--|--|--|---------|-----|----|-----|---------------|-----|-----|-----|--------------|------------|------------|---------------|
| | <p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p> | <p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p> | | | | | | | | | | | | | | | | |
| (viii) | <p>The targeted number of newly recruited teachers was</p> <table border="1" data-bbox="456 506 1349 751"> <tr> <td>Induction teachers training</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Primary</td> <td>100</td> <td>47</td> <td>47%</td> </tr> <tr> <td>Upper primary</td> <td>200</td> <td>140</td> <td>70%</td> </tr> <tr> <td>Total</td> <td>300</td> <td>187</td> <td>62.33%</td> </tr> </table> <p>Training module of induction programme for newly recruited teachers included;</p> <ul style="list-style-type: none"> • learning problems of children • orientation to school procedures • activity based teaching learning process • reading skills • inclusive education • computer aided learning • environmental protection • behaviour management • content based topics <p>venue; SIE sector 32</p> <p>Trainers; CRCs and senior teachers from schools</p> <p>Crosscheck in schools by MI and an interview with teachers were used to collect information about a teacher Training and its impact. Appendix-IX</p> | | Induction teachers training | | | | Primary | 100 | 47 | 47% | Upper primary | 200 | 140 | 70% | Total | 300 | 187 | 62.33% |
| Induction teachers training | | | | | | | | | | | | | | | | | | |
| Primary | 100 | 47 | 47% | | | | | | | | | | | | | | | |
| Upper primary | 200 | 140 | 70% | | | | | | | | | | | | | | | |
| Total | 300 | 187 | 62.33% | | | | | | | | | | | | | | | |
| (ix) | <p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p> | <p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p> | | | | | | | | | | | | | | | | |
| <p>No refresher training was organized during 2008-2009</p> | | | | | | | | | | | | | | | | | | |

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| (x) | <p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p> | <p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p> |
| | <p>50% teachers out of sample checked 40 teachers were satisfied with the training programmes. 15 % teachers suggested that training is not applicable in real life situations since class strength in schools is very high. 5% teachers wanted that model lessons must be demonstrated by Resource persons. Training programme includes much of theoretical work. 10% teachers commented that the training programme should be organized more systematically. However most of them were happy with component of inclusive Education.</p> | |
| | <p>The academic support given by BRC/CRC to the teachers, the frequency of such support: a. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p> | <p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p> |
| (xi) | <p>Functions and responsibilities of CRCs in Chandigarh are;</p> <ul style="list-style-type: none"> • Support to school management committee; constitution and operationalisation of SMCs, holding their meetings, keep record of minutes of these meetings and plan follow up activities. • Prepare child-wise education plan of the area; conduct survey of out of school children, prepare data-base and plan strategies for out of school children. • Prepare data base of schools in the cluster; enrollment data, infrastructure facilities, profile of staff, performance of students in unit, terminal and annual exams from 2003 onwards, record of training undertaken • Developing CRC as a resource for the cluster to improve; quality of learning in the school of that cluster and facilitate better learning facilities and resource through decent realized process • Utilization of funds; guide the school in utilizing grants, maintains grants registers, liaison with SPD office for timely release of grants. <p>Frequency of visits by CRP was once a week in 68% schools out of the schools visited by MI. 32% reported that CRP visited the school twice a month and only two schools reported that CRP had not visited the school for long time crosschecked by MI</p> | |
| | <p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p> | <p>To be ascertained from BRC/CRC (at least 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p> |

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| | BRC/CRC should at least once a week visit the schools allotted to him. Each cluster is allotted to a particular CRP . sample crosscheck revealed that 2-4 clusters were allotted to CRPs | |
| | c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning? | To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI. |
| | The consultancy by CRCs is interactive only. They donot give demonstration lessons themselves. 90% crosschecked teachers reported to consult them if they have problems. The CRCs check various aspects of class room functioning. | |
| | d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs? | To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI. |
| | There is no DIET for Chandigarh. Instead, SIE is providing training in ETT | |
| | e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why? | To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI. |
| | The CRC extends academic support to AIE centres and a sample crosscheck from AIE centres revealed that CRP visits the centres weekly or once in a fortnight and the duration of his stay is normally 30 minutes. CRP listens to teaching learning problems of EVs and handles them through negotiation with incharge school. They also help EVs in deciding teaching strategies. | |
| (xii) | Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs? | To be ascertained from SPO. |
| | SPO has a quality coordinator. All teacher training programmes are monitored by SIE and coordinator of SPO office | |

(f) Teaching Learning Material (TLM) grants:

| | | |
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| (i) | The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts? | Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI. |
| Target of distribution of TLM for 2008-2009 was 1549 primary teachers and 1345 upper primary teachers. | | |
| (ii) | The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? | Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report. |
| But TLM was received by 80% (1232) primary teachers and 99% (1336) upper primary teachers. Total of 89% (2568) elementary school teachers received TLM in 2008-2009. The grants were received though checks and had no separate letter regarding utilization of grants. | | |
| (iii) | The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done? | information to be verified on the spot in respect of schools visited by MI. |
| TLM was distributed in May-September, 2008. The teaching learning materials are displayed in classroom especially charts and models. 20% TLM prepared by Teachers is kept separately also which the teacher uses in the class whenever it is required. Teaching Learning materials are available to students for use. Preparation of TLM was an essential component of teachers training during 2007-2008. | | |

(g) EGS & AIE:

| | | |
|--|---|---|
| (i) | What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State). | Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI. |
| <p>Total number of AIE centres in Dec 2008 was Out of the schools visited by MI 14 clusters had AIE centres associated with them. Out of the schools visited by MI 50% schools donot have any AIE centres, 42.31% schools have one AIE centre each, and 7.7 % have at least 2 AIE centres.3.8% schools have 4 centres each. Details on appendix X</p> | | |
| (ii) | The target number of children and number of children actually enrolled in the centres category wise, district-wise? | Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI. |
| <p>The data available reflected total number of targeted students in AIE centres as= 7990 and total no. enrolled during 2008-2009 was= 6169 No of children enrolled in 35.7% AIE centres is 20-30 students each, 35.5% AIE centres have 31-40 students 7.14% have more than 40 children enrolled in their AIE centres.</p> | | |
| (iii) | The number of children enrolled and actually attending the centre? | To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis. |
| <p>No. of children enrolled in AIE centres of all the 20 clusters has been appended in Appendix-VII</p> <p>Crosschecked by MI in; Cluster I, GMSSS, sector-8, enrolled 90 actually attending90 Cluster 3; GMHS, sector12, enrolled students=30 actually attending 30 Cluster 6;GMHS, sector-20D, enrolled 30, actually attending 20-25 Cluster 9;GHS, sector-24, enrolled 35, actually attending 35 Cluster 10 ;GSSS, sector-27C, enrolled 20, actually attending 15-16 Cluster 11;GMHS, sector-31c, enrolled 40, actually attending 40 cluster 12;GMHS, sector-34C, enrolled 26, actually attending 26 cluster 13;GHS, sector-38B, enrolled 40, actually attending 25-30 cluster 15 ;GMHS, sector-39, enrolled 35, actually attending 30 cluster 19;GMHS, sector-41D, enrolled 38, actually attending 35</p> | | |

| | | |
|--|--|--|
| (iv) | <p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p> | <p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p> |
| <p>Training of EVs;</p> <ul style="list-style-type: none"> • 6.7%EVs received training for 10 days, 46.7% for 15 days ,20% for 25Days,6.7% for one month and 20% have not yet received any training. • 58.3% EVs received this training before joining the Centre and 33.3% received training after joining 8.3% received training both before joining and after joining <p>Venue of training;</p> <ul style="list-style-type: none"> • SIE, sector 32.Gmsss sector10,GMS sector16, <p>Resource persons</p> <ul style="list-style-type: none"> • Resource persons were invited from Senior secondary schools, colleges and university. CRCs also act as resource persons. <p>Modules for training;</p> <ul style="list-style-type: none"> • Strategies of teaching slum area children and to bring them to mainstream. • Different methods to teach Hindi, English and Maths • Training in use of TLM <p>Feedback from EVs;</p> <ul style="list-style-type: none"> • Most of the EVs 60% are not professionally trained for teaching hence they seem to be happy with the training. For them, • it gives them guidelines about how to teach. 10% Evs suggested that some module for conducting sports activities with students should be included in the modules of training • 40% EVs are B.A, B.Ed or M.A. B.Ed and like modules on subject specific teaching. They want to learn and use new methodologies in their subject areas. • Specific strategies for slum area children, was appreciated. | | |
| (v) | <p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?</p> | <p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p> |
| <p>Once a week visit of CRP in AIE centres is a part of duty roaster of CRCs. MI observed that CRCs visit AIE centres once a week or once in two weeks. The stay of CRCs as reported by a sample EVs is between 30 minutes to one hour.</p> | | |
| (vi) | <p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p> | <p>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</p> |

| | | |
|--------|--|---|
| | Basic essential qualifications are 10+2 for EVs. Crosscheck by MI revealed that 32% EVs are 10+2 and get a salary of Rs. 1500/-. Some 45% of the EVs are B.A. B. Ed and 24% are M.A. and M.A.M.Ed these teachers receive 2500/-per month. | |
| (vii) | The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? Whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received? | Information to be obtained from the EVs during field visits by MI. |
| | <p>A sample crosscheck by MI;</p> <ul style="list-style-type: none"> • 10+2 and get a salary of Rs. 1500/-. Those with qualifications B.A. B. Ed and M.A. and M.A.M.Ed receive 2500/-per month. • The salary is paid through cheque/ bank account. • Salary is received through school head • Sometimes there is a delay | |
| (viii) | Whether EV is regular in his attendance? | To be ascertained from VEC during field visits by MI. |
| | Almost all EVs are regular as suggested by teachers of the school. | |
| (ix) | Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO? | Information to be obtained from DPO and from the Coordinators of the districts visited by MI. |
| | There is District coordinator for AIE centres. | |
| (x) | Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? | Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI. |
| | | |
| (xi) | Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far? | Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI. |
| | No up gradation was sanctioned in Chandigarh during 2008-2009 | |
| (xii) | Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same? | Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI. |

| | | |
|---------|--|--|
| | NA | |
| (xiii) | The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect? | Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI. |
| | NA | |
| (xiv) | Whether the actual upgradation of EGS centre has taken place? | To be verified on the spot with the assistance of VECs, during field visits of MI. |
| | NA | |
| (xv) | Has the land for construction of the upgraded primary school (from EGS) been identified? | Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI. |
| | NA | |
| (xvi) | Whether VEC/SMC etc. have received any funds for construction of schools? | To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI. |
| | NA | |
| (xvii) | Has the construction started and what is the stage of construction (foundation, lintel and roofing)? | To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI. |
| | NA | |
| (xviii) | Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position? | Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI. |
| | NA | |
| | The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students? | Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI. |

- **PROGRESSES IN MAINSTREAMING OF OUT OF SCHOOL CHILDREN THROUGH AIE INTERVENTION**

| Year | Target Children | No. of children actually mainstreamed |
|-------------|------------------------|--|
| 2005-06 | 6800 | 5200 |
| 2006-07 | 8000 | 2477 |
| 2007-08 | 8600 | 4360 |
| 2008-09 | 5771 | 3581 |

- The children were mainstreamed in Govt schools
- The main difficulty which was pointed out by many EVs was that the children belong to labour class who hail from UP, Rajasthan, Bihar, MP etc donot have birth certificates because of which sometimes some difficulties arise.

During 2008-09 a budget of rupees one crore and fifty one lac was sanctioned for mainstreaming of 7990 out of school children by opening 220 AIE centres. Against the target of enrolling 7990 out of school children only 6,169 children joined AIE centres. Consequent upon this only 50% of the allocated budget could be utilized till December 2008. As such progress made during 2008-09 through various interventions for Out of School Children (OOSC)

| Sr. No | Interventions for OOSC | Coverage |
|---------------|-------------------------------|------------------------------|
| 1 | RBC centre | 1 Centre, (50 students) |
| 2 | NRBC Centre | 30 centres, (600 students) |
| 3 | AIE centres | 194 Centres,(5115 students) |
| 4 | Repeaters for 9 months | 404 children |

| | | | | | |
|--|--|---|--|--|--|
| | <ul style="list-style-type: none"> • ALTERNATIVE INNOVATIVE EDUCATION/NON RESIDENTIAL BRIDGE COURSE <p>A sum of Rs151.96 lac was allocated for 7990 children. Against this only was 6169 OOSC including 600 children enrolled under NRBC and 50 under RBC could be enrolled. For 850 repeater children, a sum of Rs.875 lac was earmarked as they were to be mainstreamed by December 2008. Against this only 286 children could be mainstreamed in this year. Remaining children dropped out as they left the city. As such, only a sum of Rs.74.44 lacs on account of all the above component has been spent till December 2008 to lesser enrollment.</p> • RESIDENTIAL BRIDGE COURSE <p>During 2008-09 One RBC with 50 children was started in collaboration with Directorate of social welfare of U.T., Chandigarh. Under this arrangement boarding and lodging facilities are provided by Social Welfare Department and expenditure on all other components is given out of SSA. These children have been mainstreamed in the nearby schools. In this centre remedial teaching as well as skill training is provided. Now the strength of the children has crossed 50. There is marked improvement in the quality of life of these children. A sum of Rs. 5.00 lac was allocated against which expenditure Rs.3.00 has been made till date.</p> • NON RESIDENTIAL BRIDGE COURSE <p>For the year 2008-09 the physical target of 600 children was fixed for NRBC segment of out of School children. The physical achievement is 100%. A sum of R.16.20 lac was allocated for 600 children and under this intervention, against which a sum of Rs.11.96 lacs has been spent till date.</p> | | | | |
| (xix) | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?</td> <td></td> </tr> <tr> <td colspan="2">90% AIE centres are operating in evening shift 2.m. to 6p.m. and hence are able to use classrooms of the school which are adequately equipped with desk and benches, Blackboard, TLM</td> </tr> </table> | What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc? | | 90% AIE centres are operating in evening shift 2.m. to 6p.m. and hence are able to use classrooms of the school which are adequately equipped with desk and benches, Blackboard, TLM | |
| What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc? | | | | | |
| 90% AIE centres are operating in evening shift 2.m. to 6p.m. and hence are able to use classrooms of the school which are adequately equipped with desk and benches, Blackboard, TLM | | | | | |
| (xx) | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?</td> <td style="width: 50%;">To be ascertained during the Field visit with the assistance of VEC/EV by MI.</td> </tr> <tr> <td colspan="2">MDM is being served in all the AIE centres. A Crosscheck in 15 centres revealed that the same agencies who provide cooked food in schools in the morning session also supplies cooked food to AIE centre children in the afternoon sessions. The same menu is followed for these children.</td> </tr> </table> | Whether Mid-day Meal is being supplied to the children in EGS/AIE centres? | To be ascertained during the Field visit with the assistance of VEC/EV by MI. | MDM is being served in all the AIE centres. A Crosscheck in 15 centres revealed that the same agencies who provide cooked food in schools in the morning session also supplies cooked food to AIE centre children in the afternoon sessions. The same menu is followed for these children. | |
| Whether Mid-day Meal is being supplied to the children in EGS/AIE centres? | To be ascertained during the Field visit with the assistance of VEC/EV by MI. | | | | |
| MDM is being served in all the AIE centres. A Crosscheck in 15 centres revealed that the same agencies who provide cooked food in schools in the morning session also supplies cooked food to AIE centre children in the afternoon sessions. The same menu is followed for these children. | | | | | |

| | | |
|---|---|---|
| (xxi) | The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given? | To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI. |
| <p>Total no of children enrolled in AIE centres 6169 in all the AIE centres.</p> <p>Crosschecked by MI in; Cluster I, GMSSS, sector-8, enrolled 90 actually attending 90 Cluster 3; GMHS, sector12, enrolled students=30 actually attending 30 Cluster 6;GMHS, sector-20D, enrolled 30, actually attending 20-25 Cluster 9;GHS, sector-24, enrolled 35, actually attending 35 Cluster 10 ;GSSS, sector-27C, enrolled 20, actually attending 15-16 Cluster 11;GMHS, sector-31c, enrolled 40, actually attending 40 cluster 12;GMHS, sector-34C, enrolled 26, actually attending 26 cluster 13;GHS, sector-38B, enrolled 40, actually attending 25-30 cluster 15 ;GMHS, sector-39, enrolled 35, actually attending 30 cluster 19;GMHS, sector-41D, enrolled 38, actually attending 35</p> | | |
| (xxii) | The achievement level of children studying in EGS/AIE facilities? | Assessment to be undertaken during Field visit by MI. |
| <p>The achievement level as evaluated by MI teams through snap tests revealed that achievement level of children attending AIE centres quite frequently is not more than 40% and those who are not regular lie much below this level.</p> | | |
| (xxiii) | The rapport of the EV with the children? | Observations during Field visit, by MI. |
| <p>Rapport between teacher and students was invariably pleasant and encouraging</p> | | |
| (xxiv) | Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay? | To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI. |
| <p>Children of AIE centres also receive free textbooks and since classes are held in school premises, they are also able to use TLM which is displayed in the room.80%AIE centres received books in September, October,and November2008. Till October 2008 math books were not distributed to AIE children because of delay in printing. English and Hindi were distributed to all children</p> | | |

(h) Children with Special Needs (CWSN):

| (i) | The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year. | Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-----------------------------------|-------------------------------------|----------------------------------|-----------------------------------|--|----------------------------------|--|-----|-----|-----|-----|-----|-------------------|-----|------|---|---|----|--------------------|-----|----|----|----|---|-------------------|----|----|---|---|----|----------------------|----|----|---|----|----|--------------------|----|----|----|----|----|-----------------|---|---|--|--|----|---------------------|----|----|---|---|----|---------------------|---|------|---|---|---|--------------|-------------|-------------|-----------|-----------|------------|
| <p>1352 CWSN had already been enlisted in 2007-2008. In 2008-2009 Four medical camps were organized and new CWSN were identified through a survey .</p> <p>_CWSN Disability Wise:</p> <table border="1" data-bbox="358 543 1435 1283"> <thead> <tr> <th data-bbox="358 543 610 684">Type of Disability</th> <th colspan="2" data-bbox="610 543 943 684">No. of CWSN in Govt. Schools</th> <th colspan="2" data-bbox="943 543 1279 684">No. of CWSN in AIE Centres</th> <th data-bbox="1279 543 1435 684">No. of CWSN out of school</th> </tr> <tr> <td></td> <td data-bbox="610 684 781 716">Old</td> <td data-bbox="781 684 943 716">New</td> <td data-bbox="943 684 1143 716">Old</td> <td data-bbox="1143 684 1279 716">New</td> <td data-bbox="1279 684 1435 716">New</td> </tr> </thead> <tbody> <tr> <td data-bbox="358 716 610 789">Visual Impairment</td> <td data-bbox="610 716 781 789">965</td> <td data-bbox="781 716 943 789">1139</td> <td data-bbox="943 716 1143 789">3</td> <td data-bbox="1143 716 1279 789">7</td> <td data-bbox="1279 716 1435 789">11</td> </tr> <tr> <td data-bbox="358 789 610 858">Hearing Impairment</td> <td data-bbox="610 789 781 858">112</td> <td data-bbox="781 789 943 858">95</td> <td data-bbox="943 789 1143 858">10</td> <td data-bbox="1143 789 1279 858">13</td> <td data-bbox="1279 789 1435 858">8</td> </tr> <tr> <td data-bbox="358 858 610 928">Speech Impairment</td> <td data-bbox="610 858 781 928">74</td> <td data-bbox="781 858 943 928">59</td> <td data-bbox="943 858 1143 928">8</td> <td data-bbox="1143 858 1279 928">5</td> <td data-bbox="1279 858 1435 928">25</td> </tr> <tr> <td data-bbox="358 928 610 997">Orthopaedic Problems</td> <td data-bbox="610 928 781 997">94</td> <td data-bbox="781 928 943 997">65</td> <td data-bbox="943 928 1143 997">8</td> <td data-bbox="1143 928 1279 997">11</td> <td data-bbox="1279 928 1435 997">14</td> </tr> <tr> <td data-bbox="358 997 610 1066">Mental Retardation</td> <td data-bbox="610 997 781 1066">36</td> <td data-bbox="781 997 943 1066">32</td> <td data-bbox="943 997 1143 1066">16</td> <td data-bbox="1143 997 1279 1066">16</td> <td data-bbox="1279 997 1435 1066">38</td> </tr> <tr> <td data-bbox="358 1066 610 1104">Cerebral Palasy</td> <td data-bbox="610 1066 781 1104">3</td> <td data-bbox="781 1066 943 1104">0</td> <td data-bbox="943 1066 1143 1104"></td> <td data-bbox="1143 1066 1279 1104"></td> <td data-bbox="1279 1066 1435 1104">14</td> </tr> <tr> <td data-bbox="358 1104 610 1173">Multiple Disability</td> <td data-bbox="610 1104 781 1173">16</td> <td data-bbox="781 1104 943 1173">23</td> <td data-bbox="943 1104 1143 1173">2</td> <td data-bbox="1143 1104 1279 1173">2</td> <td data-bbox="1279 1104 1435 1173">13</td> </tr> <tr> <td data-bbox="358 1173 610 1243">Learning Disability</td> <td data-bbox="610 1173 781 1243">0</td> <td data-bbox="781 1173 943 1243">2400</td> <td data-bbox="943 1173 1143 1243">8</td> <td data-bbox="1143 1173 1279 1243">3</td> <td data-bbox="1279 1173 1435 1243">0</td> </tr> <tr> <td data-bbox="358 1243 610 1283">Total</td> <td data-bbox="610 1243 781 1283">1300</td> <td data-bbox="781 1243 943 1283">3813</td> <td data-bbox="943 1243 1143 1283">55</td> <td data-bbox="1143 1243 1279 1283">57</td> <td data-bbox="1279 1243 1435 1283">123</td> </tr> </tbody> </table> | | | Type of Disability | No. of CWSN in Govt. Schools | | No. of CWSN in AIE Centres | | No. of CWSN out of school | | Old | New | Old | New | New | Visual Impairment | 965 | 1139 | 3 | 7 | 11 | Hearing Impairment | 112 | 95 | 10 | 13 | 8 | Speech Impairment | 74 | 59 | 8 | 5 | 25 | Orthopaedic Problems | 94 | 65 | 8 | 11 | 14 | Mental Retardation | 36 | 32 | 16 | 16 | 38 | Cerebral Palasy | 3 | 0 | | | 14 | Multiple Disability | 16 | 23 | 2 | 2 | 13 | Learning Disability | 0 | 2400 | 8 | 3 | 0 | Total | 1300 | 3813 | 55 | 57 | 123 |
| Type of Disability | No. of CWSN in Govt. Schools | | No. of CWSN in AIE Centres | | No. of CWSN out of school | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Old | New | Old | New | New | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Visual Impairment | 965 | 1139 | 3 | 7 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hearing Impairment | 112 | 95 | 10 | 13 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Speech Impairment | 74 | 59 | 8 | 5 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Orthopaedic Problems | 94 | 65 | 8 | 11 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mental Retardation | 36 | 32 | 16 | 16 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cerebral Palasy | 3 | 0 | | | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Multiple Disability | 16 | 23 | 2 | 2 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Disability | 0 | 2400 | 8 | 3 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 1300 | 3813 | 55 | 57 | 123 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (ii) (a) | The number of children who have been provided with aids and appliances, district-wise, during the current financial year. | Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Rs. 7 lacs were sanctioned for providing assistive aids to CWSN in 2008-2009.</p> <ul style="list-style-type: none"> • 1000children were covered under this programme. • 600 low vision children got spectacles, • and 12 hearing impaired children received Hearing aids. • Shoe raisers, calipers and wheel chairs were also provided. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (ii) (b) | Whether there are any difficulties in getting and utilizing the aids and appliances. | Information to be obtained from SPO/DPO. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|-----------------|---|---|
| | No such issue was raised by either of the CWSN, teachers, parents with whom MI interacted. | |
| | The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? | Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN. |
| (iii) | Resource teachers; Till 2008-2009, sixteen posts of Resource teachers(special Education) were created under inclusive Education programme of SSA-Chandigarh. NGOs; 10 NGOs are working in Chandigarh for the rehabilitation of CWSN. In 2008-2009 7seven NGOs joined hands with SSA .the list is as follows; <ol style="list-style-type: none"> 1. Institution for Blind, sector-26 2. Indian Association for Blind, sector-11 3. Indian National Portage Association, sector-11 4. Govt institute for mentally retarded children sector-32 5. Vatika high school for Deaf and Dumb, sector-19 6. State resource centre GMCH sector-32 7. Joy Lall Memorial Educational Society | |
| (iv) (a) | Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level? | Information to be obtained from DPO of districts visited by MI. |
| | There is one IED coordinator at SPO office. | |
| (iv) (b) | Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? | Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI. |
| | There are weekly data formats which the resource teachers fill up every week. Once in the beginning and once after the three days visit to the resource centre. | |
| (v) | How many schools have been provided with ramps? | Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers. |

| | | |
|--------|--|--|
| | RAMPS are being made in all new schools. Out of the crosschecked schools 50% schools already have a ramp | |
| (vi) | How many children have been provided home based support during the current financial year? | Information to be obtained from SPO/DPO and one or two sample checks be done by MI. |
| | There are five resource centres in GSSS sector 8, sector15, sector 38-west, sector 45 and one at sector 28C.resource teacher helps CWSN in these resource centres. | |
| (vii) | How many parents have been given counseling during the current financial year? | Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers. |
| | As and when required. | |
| (viii) | The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI? | Information to be verified on the spot with the assistance of VEC/Teachers. |
| | | |

(i) National Programme for Education of Girls at Elementary Level (NPEGEL):

| | | |
|-------|--|---|
| (i) | The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year? | Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI. |
| | | |
| (ii) | The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc? | Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups. |
| | | |
| (iii) | Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education? | Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community. |
| | | |

| | | |
|-------|--|--|
| (iv) | Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds? | Information to be obtained from the SPO to be updated from DPO visited by MI. |
| | | |
| (v) | a. Whether a district gender coordinator is in position? | To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO. |
| | | |
| | b. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?. | To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO. |
| | | |
| (vi) | The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise? | Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI. |
| | In all 23 ECCE centres were operational in Chandigarh under Innovation head funds in 2007-2008 for 920 children. In 2008-2009 only 18 ECCE centers remained operational. This budget head was separate and not out of budget of girls Education. | |
| (vii) | Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO? | Information to be obtained from SPO/DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit. |
| | There are definite data formats and data are collected in these formats on every 25 th day of the month. | |

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

| | | |
|------|---|--|
| (i) | Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year. | Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit. |
| | No KGBV was either sanctioned or operative in Chandigarh | |
| (ii) | The number of KGBV in the State in respect of which land have been identified, district-wise. | Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. |
| | NA | |

| | | |
|-------|--|---|
| (iii) | Whether the State has drawn up any detailed guidelines for running the KGBV schools. | To be obtained from the SPO and verified from DPO/KGBV visited by MI. |
| | NA | |
| (iv) | The number of KGBV in respect of which all formalities for construction have been completed. | Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. |
| | NA | |
| (v) | The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts. | To be obtained from DPO and to be verified in respect of KGBV visited by MI. |
| | NA | |
| (vi) | The number of students admitted in the KGBVs started in the district. | To be obtained from DPO and to be verified in respect of KGBV visited by MI. |
| | NA | |
| (vii) | The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited. | To be obtained on the spot in respect of KGBV visited by MI. |
| | NA | |

(k) District Information System for Education (DISE):

| | | |
|-----|---|--|
| (i) | Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position? | Information to be obtained from the SPO and to be updated from DPO of the district visited by MI. |
| | Yes EMIS has been set up in Chandigarh . the number of computer operators is ----- | |

| | | |
|-------|---|--|
| (ii) | What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year? | To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI |
| | August / September is targeted to collect information from schools and DISE is updated. | |
| (iii) | Whether data capture format have been supplied to all schools latest by August? | Information to be obtained from DPO and to be verified from teachers of the schools visited by MI. |
| | yes | |
| (iv) | Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held? | Information to be obtained from DPO and to be verified from teachers of the schools visited by MI. |
| | Taining of 5days is provided to teachers for filling up data formats. | |
| (v) | Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ? | Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools. |
| | 5 days training to CRCs was given to capture data on prescribed formats. | |
| (vi) | Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November? | Information to be obtained from DPO and SPO. |
| | By December(in 2008) | |
| (vii) | Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA? | Information to be obtained from SPO. |
| | There is one Incharge of MIS who is fully conversant with needs if SSA in MIS | |

(I) Research and Evaluation:

| | | |
|-------|---|--|
| (i) | The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned. | Information to be obtained from the SPO and to be updated from the DPO. |
| | Two studies were proposed and initiated in 2007-2008 which were to be completed in 2008-2009. | |
| (ii) | The number of studies sanctioned in the previous calendar year and the number of them completed. | Information to be obtained from the SPO and to be updated from the DPO. |
| | Two proposed to be finished in 2008-2009 | |
| (iii) | Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research? | Information to be obtained from SPO. |
| | | |

(m) Functioning of the VEC:

| | | |
|-------|---|---|
| (i) | The total number of village/school level/ management committees constituted, district-wise? | Information to be obtained from the SPO and to be updated by the DPO. |
| | 100% schools have either VEC or SMC depending upon the locale of the school. Urban schools have SMC and village schools have VECs. | |
| (ii) | A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines are available with the VEC? | Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI. |
| | A guideline book named Niyamwali for CRCs and VECs have been provided to all the members of VECs and Ward committees | |
| (iii) | Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI? | Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI. |

| | | |
|--------|---|---|
| | It was observed during cross check by MI that in 5.26 schools there was only one women member in VEC/SMC, 2 women members in 42.11% VEC/SMC, 15.79% VEC/SMCA have 3 women members and 31.58 VEC have no women member as prescribed in the guidelines. 5.26% schools had all the 8 women members in their SMC. | |
| (iv) | The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting? | Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI. |
| | A cross check by MI revealed that schools out of the schools visited by MI 34.62 % VEC/PTA/SMC are holding monthly meetings whereas 7.69 % VEC/PTA/SMC meet once in two months and in 19.23% schools VEC/SMC meetings are held only Quarterly. | |
| (v) | Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings? | Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI. |
| | 46.15% had no orientation, 46.15% no information, & 6.9% have received only guidelines | |
| (vi) | The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students? | Information to be obtained from VEC and verified on the basis of records by MI during field visits. |
| | 53.8% are satisfied with the contribution of VECs and with their help in school work. 3.58% schools informed no contribution by VECs and 42.3% provided no information? | |
| (vii) | Whether VEC is maintaining proper record of funds received by them. | Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO. |
| | Only 11.54% schools informed that proper accounts have been maintained by Either Teachers or Principal. 11.54% have not maintained their record. | |
| (viii) | Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done? | Information to be obtained at SPO level. See formats and record of SPO |

| | |
|--|---|
| | The post of coordinator for community mobilization is there. A coordinator was in position but has left in 2009. The post is currently lying vacant for last two months |
|--|---|

(n) Staffing at State and District Level:

| | | |
|-------|---|--|
| (i) | The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks? | Information to be obtained from SPO. |
| (ii) | The number of meetings of the General Body and EC held during the previous financial year? | Information to be obtained from SPO and verified from their records. |
| | One meeting of EC was held in 2007-2008. No meeting of EC was held in 2008-2009. | |
| (iii) | The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies? | Information to be obtained from SPO and verified at DPO level in districts visited by MI. |
| | Appendix VIII | |
| (iv) | The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies? | Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI. |
| | 20 CRCs are working one each for each cluster. | |
| (v) | Does SPO have clearly laid down rules/regulations for filling up posts of SSA? | To be verified at SPO through checking of records. |
| | | |

(o) Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.

The district has taken adequate measures to provide educational facilities to SC, ST, minority groups and girls in 2008-09.

- 98% SC children are enrolled in schools and AIE centres.
- 45% girls are attending primary schools and 45% girls are attending upper primary schooling.
- No ST s in Chandigarh

(p) Additional items to check during school visit by MI:

| | | |
|-------|--|---|
| (i) | The number of days the school functioned during the last academic year? | Information to be obtained from the School records. |
| | 280 days as reported by all schools visited by MI | |
| (ii) | Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting? | Information to be recorded on the basis of observation. |
| | <ul style="list-style-type: none"> • All the schools in Chandigarh have a proper building with adequate infrastructure. • The physical environment in the schools is adequately clean. • Schools have playgrounds • Classrooms are good but number of classrooms requires to be increased because of increase in enrolment number. Over crowded classes particularly in Sector-45, 56, 52, 20, Hallomajra, Karsan, Indira Colony, Colony No.5 etc • Classrooms are equipped with proper flooring, roof, windows and proper light arrangement. | |
| (iii) | Whether the classes have proper sitting arrangement for children, a black board, TLM materials? | Information to be recorded on the basis of observation. |
| | Yes . 100 % schools have proper sitting arrangements and Blackboard | |
| (iv) | Whether health camp facility was made available to the children during the previous six months? | Information to be recorded on the basis of school records. |
| | Health check camps are organized once a year. All the schools visited by MI reportedly confirmed this | |
| (v) | Whether the school has adequate play material for the children? Is it used? | Information to be recorded on the basis of observation. |

| | | |
|--------|--|--|
| | Yes . 90) % of the crosschecked schools confirmed this | |
| (vii) | If there is low attendance the reasons for the same? | Information to be obtained from the teachers/VEC. |
| | The classes are swollen with increased enrolment. Attendance in AIE centres is low but in schools visited by MI there was no case of consistent low attendance. | |
| (viii) | Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc? | Information to be obtained from the teachers and VECs etc. |
| | | |
| (ix) | What is the present process of assessing the achievement level of students? | Information to be recorded on the basis of school records. |
| | House tests, terminal tests and annual examination. | |
| (x) | Whether continuous and comprehensive evaluation and grading system has been introduced for students? | Information to be recorded on the basis of school records. |
| | Continuous and comprehensive evaluation is done in all the schools but schools have not yet shifted to grading system. | |
| (xi) | The achievement level of children. | Assessment to be undertaken by the MI on the day of visit. |
| | The snap tests given by monitoring teams revealed an average achievement level of 52%. | |
| (xii) | The rapport of the children with the teachers? | Assessment on the basis of observation by MI. |
| | Quite satisfactory | |
| (xiii) | Whether the school has under age or over age children if so, their number and percentage? | Information to be recorded on the basis of school records and observations. |
| | Mostly over age children are in AIE centres. Schools have only 1% overage children. | |
| (xiv) | The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools? | To be ascertained from teachers/VEC schools records. |
| | Only migratory population drops out of school/AIE centres because they shift the place. | |
| (xv) | The number of children who have been retained in the same class from the previous academic year and their percentage grade wise? | Information to be obtained on the basis of school records and discussion with teachers. |

| | |
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| | |
|--|--|

(q) Any other issues relevant to SSA implementation

MI may give a maximum 2 page note, on any other issues, relevant to SSA implementation, not covered above.

Computer learning is a compulsory segment in schools.

- Initially 14 schools were covered under CAL% PCs and multimedia software was provided to 14 Govt schools for setting up computer labs.
- Development of digital materials for UP schools on Maths, Science and Social Science
- Mini-CAL resource centres have been proposed to be set up at cluster level
- Teacher training in CAL

MIDDAY MEALS

Chandigarh

- **Cooked meals are being provided in all schools on regular basis to all students of Govt schools, AIE centres and few Govt aided schools;**

| Students of grades Who are getting MDM | No. of Schools/centres providing MDM | No of students provided MDM |
|---|---|--------------------------------|
| Grades I to VIII | 107 Govt schools | 90000 |
| | 176 AIE centres | 6500 |
| | 7 Govt aided schools | 1519 |

- **Four institutes have been given contract of supplying food in these schools, viz;**
 - Dr. Ambedkar institute of Hotel Management, Chandigarh**
 - Chandigarh institute of Hotel Management, Chandigarh**
 - Chandigarh Industrial and tourism corporation, Chandigarh**
 - NGO, Swami Sivananda Memorial Institute ,New Delhi set up base kitchen at GMSSS-47 Chandigarh**

- **Average cost of cooked meals;**

The average cost of cooked meals is Rs. 6.00 per child per day. Contribution of Govt of India is Rs. 1.50 per child per day and rest of the cost is met from the state budget. State budget for MDM scheme for 2008-2009 was Rs. 521.00 lacs. Central assistance approved by Govt of India for 2008-2009 was Rs. 312.00 lacs.

- **Transportation of food;**

The cooked meals are transported from the base kitchen to schools by trucks. The route is changed daily so that one particular school is not the privileged first school to get the food early.

- **Quantity of raw food prescribed for each student ;**

| Grade of students | Amount per child Wheat/rice | Amount per child pulses/ cereals |
|------------------------|--------------------------------|-------------------------------------|
| Grade I to Grade V | 100 gms | 50 gms |
| Grade VI to Grade VIII | 150 gms | 75 gms |

100grams per child

- **Variety in food;**

A weekly menu is being followed by all the four institutes engaged in supplying food in schools of Chandigarh. Any difference is compensated by supplying food by rotation. Depending upon the number of students, MDM is supplied by one of the institutes. In some schools more than one institute provides food by rotation.

1.Menu of Dr. Ambedkar institute of Hotel Management, sector-42, Chandigarh

| Day | Menu | Cost per meal |
|-----------|------------------|---------------|
| Monday | Rice + chana dal | Rs.4.50 |
| Tuesday | Rice + Karhi | |
| Wednesday | Rice + Mix Dal | |
| Thursday | Rice + Chana Dal | |
| Friday | Rice + Karhi | |
| Saturday | Rice + Mix Dal | |

2. Menu of Chandigarh institute of Hotel Management, sector 42, Chandigarh

| Day | Menu | Cost per meal |
|-----------|------------------------|---------------|
| Monday | Chapatti + chana dal | Rs. 7.13 |
| Tuesday | Chapatti + Karhi | |
| Wednesday | Chapatti + Mix Dal | |
| Thursday | Chapatti + Mix Dal | |
| Friday | Chapatti + Karhi | |
| Saturday | Chapatti + soybean Dal | |

3. Chandigarh Industrial and tourism corporation, sector- 17, Chandigarh

| | Menu | Cost per meal |
|-----------|------------------|--------------------------------------|
| Monday | Rice + chana dal | Rs.7.01 primary Rs.9.06 U.primary |
| Tuesday | Rice + Karhi | |
| Wednesday | Rice + Mix Dal | |
| Thursday | Rice + Chana Dal | |
| Friday | Rice + Karhi | |
| Saturday | Rice + Mix Dal | |

4. NGO, Swami Sivananda Memorial Institute, New Delhi set up base kitchen at GMSSS-47 Chandigarh

| | Menu | Cost per meal |
|-----------|--------------------------|---------------|
| Monday | Chana puri + sweet dalia | Rs. 2.50 |
| Tuesday | Chana puri + sweet dalia | |
| Wednesday | Khichdi | |
| Thursday | Rice + Mix Dal | |
| Friday | Chana puri + sweet dalia | |
| Saturday | Kichdi | |

- **Coverage area of these institutes;**

Four institutes have been identified for preparing and distributing MDM to Chandigarh schools i.e;

1. Dr. Ambedkar institute of Hotel Management, Chandigarh
2. Chandigarh institute of Hotel Management, Chandigarh
- 3.. Chandigarh Industrial and tourism corporation, Chandigarh
4. NGO, Swami Sivananda Memorial Institute, New Delhi set up base kitchen at GMSSS-47 Chandigarh

All the four institutes distribute food in schools according to a rotation system in which each of these agencies distributes MDM for 3 days turn by turn.

- **Availability of shed/kitchen for cooking;**

Although no proper shed/room is available in most of the schools yet it seems that essential conditions of **hygiene** are being taken care of. There was a sanction of construction of kitchen sheds in ten schools with an objective that the schools become equipped to get the food prepared in school itself. The plan is to negotiate with some NGO to be associated for this. All the construction work is taken up by UT administration which is quite slow. None of the schools visited by MI reported to have shed constructed during 2008-2009.

For cooking of food

Schools are not cooking food. They simply distribute food.

- **Storing of grains**

It is not the responsibility of schools

- **Distribution of MDM**

This is also done by attendant provided by the contractor or hired by the school. Earlier these helpers were provided by DEO office and they were paid by that office. There was some delay in releasing salaries when so many other activities have to be seen by this office hence after July 2008, hiring and paying helpers/ attendants is the responsibility of the school. The range of payment reported by different schools is between Rs.1200/- to Rs. 1500/-However the teachers in the school supervise all aspects of distribution of food. The teachers reported to be constantly supervising distribution of meals daily. 100% schools/ teachers do it without any exception. Normally food is distributed by the helper herself but teachers invariably get involved in each aspect of MDM.

- **Availability of water**

100% schools in Chandigarh are equipped with the facility of drinking water. However the facility of washing utensils is not available on top floors of the school. Some schools have solved this problem by asking the students to carry their empty Tiffin's to take home and wash them at home. Hence these schools donot provide plates for food rather students' carry empty Tiffin boxes from home and eat in Tiffin's.

Some schools have plenty of plates and have an attendant who washes these utensils on the ground floor.

- **No. of children eating MDM;**

Almost 70% to 100% children enrolled in schools are eating in the school. Only few carry Tiffin from home. Especially students of grades VI to VIII e.g 100 out of 700 students of GSSS-38 (W) are not eating food in school.

In fact the students who are being enrolled in government Primary schools come from poor families. Hardly very few children come from middle or upper class. On this account there is now complete polarization. Children from better families go to private schools which charge exorbitant fees. Hence these children of Govt schools prefer to eat in the school especially in those clusters where poor students are admitted.

In Model schools the clientele is different. Middle class children constitute the main corpus of students' clientele. Out of these children, 5-25% carry their own Tiffin

- **Variation in daily menu**

The Menu has been fixed for a week and distributed to all the schools. All the four institutes have a fixed menu for the week which is adhered to, as reported by students. Green vegetables are used only in the Khhichdi, extensively, during winter season when vegetables were cheaper. Otherwise the amount of green vegetables decreases as the prices go high. Normally basic menu remains the same

- **Eggs and Fruits**

Eggs and Fruits are not served in regular menu or otherwise in schools of Chandigarh. 100% schools visited by MI in the selected clusters reported this.

- **Quality of meal ;**

It is quite o.k. although food supplied by Institute of Hotel Management, sector-42, Chandigarh has been reported to be tasty and qualitatively better.

- **Quantity of food**

When asked from children they seem to be satisfied with the quality and quantity of food given to them and admitted that a second helping is also given on demand. Only rarely food is less in quantity, as reported by some teachers otherwise food is being supplied in adequate quantity. 90% schools reported to receive food for no. of enrolled students. Daily account of absentee students and supply of food for exactly that no of students is not being done.

- **supervision of food;**

There are checks on midday meals distribution;

Teachers and principal supervise and taste food for checking the quality of food. Most of the schools reported that parent's donot take interest in this activity and hence food distribution and its quality are checked by teachers only. However principles/teachers have been deputed by SPD to visit (by rotation) these four base kitchens to check the quality of food and other concerns like hygiene , type of grains being used etc.

Day wise duty chart for this activity has been appended.

- **Discipline**

Discipline is being observed during distribution of food .By now the students have leant the manners to be observed during distribution of food. They queue up and do the needful as prescribed. The children are asked to wash their hands before taking food and make rows at the time of serving foods. Some schools are buying utensils (plates and spoons) for children out of school grant but some students bring their own plates from home, Wash them after taking food. Schools which provide plates have an attendant who washes these utensils

.Time for distribution of meals;

In other schools also it was observed that eating and winding up takes **time longer**

than the prescribed time. The time table shows a zero period before recess. Upper primary classes are served food during this zero period and primary children are provided food after them. The whole process takes around one hour.

- **Discrimination of caste/gender**

In none of the schools visited by MI, there was any kind of discrimination among children on the basis of caste, gender or disability. Entrants of Govt schools are normally those children who really need MDM. For them caste categories or other groupings donot matter. The only requirement is food. Discriminations by school administration or among children themselves are not apparent.

- **Health checks;**

In Chandigarh it is the responsibility of health department UT administration. Almost all the schools visited by MI during August 2008- January 2009, reported that health check is done once a year in Govt medical college and Hospital, sector-32, general Hospital, sector 16 , PGI, sector-12 etc depending upon the vicinity of the school with any of these hospitals / dispensaries. The teachers and students, who were interviewed for this purpose, revealed that iron tablets, folic acid, Vitamin-A are distributed among students according to the requirements. Anti- worming medicine is also administered periodically

- Gaps in MDM;

There is continuity in distributing Mid day meals in Chandigarh schools during 2008.

- **Some problems associated with MDM**

Some of the issues raised by schools are;

- Time of delivery of the food in schools is not fixed
- Chapattis which are served are very hard and over baked and children donot eat them willingly
- Very often Rice is not properly cooked. Quality of food needs improvement,
- Some more variety should be added into the menu. A few enthusiastic teachers (home science) have even worked out a menu which gives variety and also, can be prepared within the prescribed cost like;

Jeggary products

Gur ka laddu

Pinni / mungfali

Panjiri etc

- For serving MDM each school should have a proper shed where the students should learn to eat together and they must be taught about mannerism of eating
- For each school there should be one sweeper who should clean the space where MDM is served and he should be given food also.

